

Enhancing Education Through Technology (EETT) Competitive Sub-grant Application Assurance Sheet

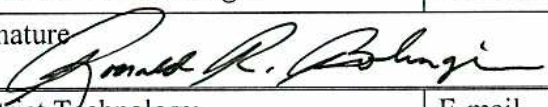
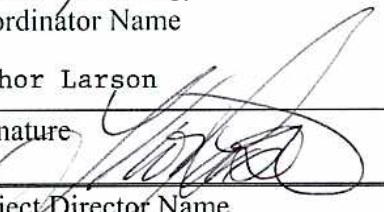

Project Title: Cross Curricular Connections Amount of Request: \$ 74,200

District Name (Fiscal Agent for Consortiums): American Falls Number: 381

Please list the school name, and indicate whether it is a targeted school or a partner school and certify the CIPA compliance for all participating schools within the project:

Dist. # or 'P' for Private School	School Name	This school is a targeted school 'T' or a partner school 'P'.	This school is in compliance with the CIPA as outlined on page 3 of the guidance document.
381	Am. Falls High School	<input checked="" type="radio"/> T <input type="radio"/> P	<input checked="" type="radio"/> YES <input type="radio"/> NO
	William Thomas Middle School	<input checked="" type="radio"/> T <input type="radio"/> P	<input checked="" type="radio"/> YES <input type="radio"/> NO
	Am. Falls Intermediate School	<input type="radio"/> T <input checked="" type="radio"/> P	<input checked="" type="radio"/> YES <input type="radio"/> NO
	Hillcrest Elementary	<input type="radio"/> T <input checked="" type="radio"/> P	<input checked="" type="radio"/> YES <input type="radio"/> NO
	Am. Falls Academy	<input checked="" type="radio"/> T <input type="radio"/> P	<input checked="" type="radio"/> YES <input type="radio"/> NO
		<input type="radio"/> T <input type="radio"/> P	<input type="radio"/> YES <input type="radio"/> NO
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		<input type="radio"/> T <input type="radio"/> P	<input type="radio"/> YES <input type="radio"/> NO
		<input type="radio"/> T <input type="radio"/> P	<input type="radio"/> YES <input type="radio"/> NO

I certify that we have contacted the charter and private schools in our area about participation in this grant.

Superintendent Name Ronald R. Bolinger	E-mail ronb@sd381.k12.id.us	Telephone (208) 226-5173
Signature 		
District Technology Coordinator Name Thor Larson	E-mail thor1@sd381.k12.id.us	Telephone (208) 226-5173
Signature 		
Project Director Name (if different than District Technology Coordinator) Kay Jones	E-mail kayj@sd381.k12.id.us	Telephone (208) 226-5173
Signature 		

The proposed project has three components: staff development in integrated instruction, staff development in the use of technology and software applications, and purchase of technology to support multimedia presentations in regular classrooms.

The first component is a presentation and workshop by Dr. T. Roger Taylor, an inspirational advocate of integrated, interdisciplinary thematic instruction. His one-day presentation will be open to all district teachers K-12 as well as teachers from out-lying districts such as Rockland, Arbon and Aberdeen. A three-day workshop will allow teams of teachers from grades 6-12 to formulate instructional units based on Idaho standards.

The second component is instruction in the use of technology and software applications that will allow teachers to prepare and implement multimedia presentations in their classrooms. This will be offered in a 2-credit ISU course through summer and fall of 2008. Many units require showing video clips, news clips, audio clips, samples of art and architecture. The technology required to accomplish this is foreign to most teachers in our district. ISU will train teachers to use Moodle, a free application that allows teachers to imbed multi-media components into one location for student or teacher access.

Teachers involved in the project will be allowed time to work collaboratively within teams to plan curriculum as well as time to observe other teachers or co-teach lessons. This is a critical component to ensure sustainability of new instructional methods. Time, or lack of it, is generally the cause for failure of new projects like this. We hope to ensure time is available for teachers to plan and collaborate throughout the project's first year of implementation.

The final component is the purchase of hardware and software to support the project. Portability is critical, since teachers will be working in teams and will be moving from place to place to plan and/or present lessons. Laptops will be available for participants' use in the technology course. Each school will need to purchase one or more interactive whiteboards, preferably portable ones like the Mimio brand, and projectors. A budget of \$3000 per school has been allowed for these purchases. Teachers will also need USB memory devices like Flash Drives to hold video or audio clips or PowerPoint presentations. District funds will be used to support these purchase if they exceed the budgeted amount.

Step 2: Abstract

Cross-Curricular Connections is a district proposal to narrow the achievement gap and improve students' academic performance through the development and implementation of integrated, interdisciplinary thematic units. Teachers will collaborate within multiple disciplines to develop curriculum that engages students, provides hands-on learning opportunities throughout the grades, and aligns with Idaho standards and benchmarks. Technology is a tool that allows the integration of media, literature, fine arts, cultural literacy, social studies, science, and mathematics to create an academic environment where students are motivated and successful.

The Cross-Curricular project will meet multiple needs in the American Falls School District. According to needs assessments at both the middle school and high school levels, teachers have limited knowledge and skill in using technology as a tool for instruction. In addition, lessons are typically lecture driven, with little opportunity for interaction and exploration. Students make few connections between subject areas or with the real world application of knowledge. Approximately one third of American Falls students are not reaching proficiency in reading and math, with even less students reaching proficiency in language and science.

Time is a barrier to change. Teachers are not adapting to the change of culture and change of technology that affects their students. The pace of change can be overwhelming, which causes teachers to isolate themselves and resist change. Teachers do not have adequate time to learn new technologies and work with colleagues to plan and implement lessons that meet student needs. By making time for collaboration between teachers of multiple content areas and technology experts, teachers can gradually develop new skills and understandings in a non-threatening manner.

The *Cross-Curricular Connections* project would increase student exposure to integrated technologies that support learning, specifically the state standards in math, language, reading, and science. Teachers would work collaboratively to share resources, expertise, and instructional responsibility. The project would begin with a district wide K-12 workshop day with Roger Taylor, a renowned advocate of interactive interdisciplinary instruction. Following that, teacher teams from grades 6-12 would work under his tutelage for three days to develop integrated thematic units appropriate to their grade level and applicable state standards. All teachers would receive training in the use of Moodle, a free web-based lesson planning tool. They would also have extensive training in the use of multi-media presentation tools and resources, including DVD, Adobe PhotoShop and PhotoShop Premier, Power-Point, Publisher, and interactive whiteboards. Teachers throughout the district will implement lessons and units during the 2008-2009 school year and measure student academic progress.

Ultimately, teachers will be rewarded not only with increased academic proficiency but also by the high level of student enthusiasm and engagement that is unfortunately being lost in today's classrooms.

Step 2: Educational Need

American Falls School District and every school in the district are targeted for School Improvement. The school district is comprised of five schools: Hillcrest Elementary (pre-K-3), the AF Intermediate School (grades 4-5), William Thomas Middle School (grades 6-8), American Falls High School (grades 9-12), and the AF Academy, an alternate school that serves grades 7-12. While each school is making annual improvement, there are subgroups within each school that are unable to make adequate improvement to reach the goals the staff has set forth and to reach Adequate Yearly Progress (AYP).

The following charts show the proficiency of our secondary students as measured by the ISAT in spring of 2007.

Math		American Falls School District			
	All Students	White	Hispanic	SES	LEP
6	68.8	78.9	52.1	61	47.5
7	74.8	92.8	50	65	52.8
8	64.6	69.8	47.8	53.9	50
9	72.0	77.3	66	69.5	53.3
10	70.4	81.1	55.6	60.3	56.7

Language					
	All Students	White	Hispanic	SES	LEP
6	55.2	66.2	41.7	50	42.5
7	49.6	69.1	22.2	39.4	25.8
8	37.6	46.6	18.6	27.1	20
9	43.2	57.6	21.3	31.8	20
10	47.2	60	29.6	30.8	26.7

Reading					
	All Students	White	Hispanic	SES	LEP
6	71.2	88.7	45.9	63.5	42.5
7	63.6	82.6	33.3	54	34.3
8	78.4	89	55.8	67.6	55
9	77.9	89.4	59.5	71	53.3
10	61.5	74.3	43.2	52.3	35.7

Science					
	All Students	White	Hispanic	SES	LEP
6					
7	34.2	50.7	11.4	22.4	14.3
8					
9					
10	33.1	55.1	5.6	19.1	3.3

While academic performance in the White subgroup is adequate in math and reading at most grade levels, it is inadequate in language and in science. All other subgroups have a significant gap and are below the state required proficiency levels.

American Falls School District serves approximately 1550 students of widely varied backgrounds in grades pre-K – 12 within a 65 mile radius of the town of American Falls. Approximately 68 percent of our students are from low income families, as determined by free and reduced lunch participation. The school district's population is composed of 54 percent white, 40 percent Hispanic, 3 percent Native American, and 3 percent a combination of other ethnic groups.

The population of the American Falls School District has had a gradual but marked shift in the past fifteen years with an increasing low-income and Hispanic/LEP population. Approximately a third of the district's students are limited-English proficient, LEP. The Hispanic and LEP population is our largest concern because language and culture play a significant role in their academic achievement. These students need more support for

language development and need more interactive learning opportunities. Language is often a factor that inhibits learning the concepts as well as performance on a test. According to Karl Gustafon, senior vice president of Pearson Digital Learning, “technology-based applications have proven especially useful ... to meet the needs of ELL students. Technology can really help to bridge that gap.” (eschoolnews.com)

Students for whom language is difficult as well as other students who might be gifted or from other at-risk groups, become disengaged in learning as they progress through the grades. Without frequent opportunities to be active learners and to interact with other students, they miss vital content and fall behind their peers.

It is imperative that today’s teachers respond to the unique needs of today’s students. That includes addressing their language needs, their cultural needs, and their need for relevance. The world outside of school is far more exciting and challenging than the world in school for many students. Our goal is to modernize American Falls’ secondary classrooms to be a place where learning is active and participatory and relevant. Roger Taylor’s Curriculum Design for Excellence has sparked the imagination of teachers and students nationwide and has successfully reformed schools throughout America from low-performing to high performing schools.

According to district data collected through classroom observation, teachers generally do not teach to higher levels of thinking. Roger Taylor’s *Curriculum Design for Excellence* establishes eighteen learning styles and levels of thinking, expanded from Bloom’s taxonomy, that are developed for each integrated unit of instruction. Higher order thinking skills are built into every lesson. Students can explore, research, learn, and create in a structured yet flexible way, capitalizing on their strengths while developing their weaknesses.

Over 80% of American Falls’ teachers currently do not have the skills or knowledge to maximize instruction through technology. Through professional development, teachers can expand their knowledge of technology as a teaching tool. As they collaborate with colleagues, teachers will develop lessons that integrate video clips, music, art, history, architecture, science, and math, into a thematic unit through technology.

Each instructional unit or lesson will be based upon the Idaho state standards, and assessment tools will be developed to accompany each unit or lessons to measure student learning. In this way, formative assessment will become a routine part of instruction and will be used to monitor and adjust instruction.

In summary, with an emphasis on staff development in the use of technology which will be used to support integrated, interactive and cross-curricular teaching, American Falls’ secondary teachers will reach new levels of creativity, collaboration, and enthusiasm. Students will have hands-on, relevant learning opportunities that increase engagement and understanding. Multimedia instruction will enhance learning by linking visual imagery and sound to concepts that are difficult to learn by reading alone.

Step 4: The Project

1. Technology literacy

Goal: To fully implement all aspects of the CCC project by June 2009.

Objective	Activity	Timeline
Increase the level of familiarity with and use of modern technology hardware and software K-12	Train teachers in the use of multi-media presentation tools and resources: DVD, interactive whiteboards, Adobe PhotoShop and PhotoShop Premier, Power-Point, and Publisher	Spring – summer 2008
Provide a common tool for interdisciplinary lesson planning grades 6-12	Provide server for Moodle at high school and middle school. Train teacher teams in the use of Moodle as a multimedia lesson delivery tool.	Spring 2008 to spring 2009
Increase level of implementation of new skills and techniques grades 6-12	Provide substitutes and / or extended contract days for teams to collaborate, to observe one another's lessons or co-teach	Spring 2008 to spring 2009

2. Integration Professional Development

Goal: To provide professional development in the planning and delivery of interdisciplinary, integrated thematic units

Objective	Activity	Timeline
Increase teacher knowledge of resources available to support instruction K-12	Schedule a full day in-service for all district teachers with Roger Taylor's Curriculum Design for Excellence	Spring 2008
Increase collaboration and teamwork in development of interdisciplinary units of instruction	Schedule a three day workshop for secondary teams to develop interdisciplinary units of instruction based on standards, maximum 24 teachers	Spring – summer 2008
Increase teacher use of interactive learning methods and tools	Provide substitutes and / or extended contract days for teams to collaborate or to observe one another's lessons or co-teach	Spring 2008 to spring 2009
Continue to increase teacher knowledge of instructional strategies that support learning for LEP students	Provide SIOP training for new staff members and support of instructional coach for all staff	Ongoing
Increase teacher use of interactive learning methods and tools	Provide ISU credits for participation in the workshop and implementation phases of the project	Summer 2008 Fall 2008

3. Improved Student Achievement

Goal: Increase student achievement in reading, language, math and science through development and implementation of integrated, interdisciplinary thematic units

Objective	Activity	Timeline
Increase teacher focus on standards and measurement of mastery	Provide training and support for teacher teams as they design integrated units in the development of measurable objectives and measurement tools	Spring – summer 2008
Ensure mastery of objectives based on state standards	Develop end of unit assessments that measure mastery of state standards for each content area included in the interdisciplinary unit	On-going
Increase frequency of higher order thinking questions and activities in classroom instruction	Tally level of questions through classroom observations by principals and coaches/peers.	Spring 2009
Decrease failure rate in high school and middle school classes to 5% or less	Provide engaging instruction, vocabulary development, and individual student support.	Spring 2009
Increase overall proficiency on ISAT reading and math to 85% in grades 6-12	Provide engaging instruction, vocabulary development, and individual student support	Spring 2009
Increase proficiency of subgroups by 10 percent in reading, language, and math	Provide engaging instruction, vocabulary development, and individual student support	Spring 2009

4. Measurable Data

Goal: To gather data aligned to measurable objectives

Objective	Activity	Timeline
Obtain pre-application student data for comparative purposes	Gather current data to include: high school and middle school class failure rate in core subjects, frequency of higher order thinking questions	February-May 2008
Maintain student achievement data to reflect proficiency on ISATS and class grades	Collect ISAT results each spring and class grades each trimester	On-going
Measure teacher implementation of integrated, interdisciplinary thematic units	Administrator and coach observation and teacher self-evaluation	Winter 2008, winter 2009
Measure teacher use of multimedia technology resources	Administrator and coach observation and teacher self-evaluation	Winter 2008, 2009

Step 5: Sustainability

Because the core of the *Cross-Curricular Connections* project is teacher training and development of new skills and competencies in the use of technology in instruction, the sustainability of the project is very high. The critical time will be the first two years of the project when most of the training will take place. Thereafter, on-going staff development will be scheduled at the building and/or district level to ensure that new staff receives the necessary training to fully utilize the available technology. Teachers who are fully implementing the instructional strategies and are participating in collaborative teams will share their success with new teachers. Administrators will encourage the implementation of the project by allowing opportunities for teachers to share their successes and work together collaboratively.

Any technology purchased by the district becomes the responsibility of the district for maintenance and repair/replacement. The district technology department will assume responsibility for developing the infrastructure to support the projects.

Much of the technology that will be used is currently available in the schools. Items that are not currently available will be procured for staff use.

Annual review of student achievement data, both ISAT and class grades, at both the high school and the middle school will help principals and teams determine if the necessary changes are taking place in classroom instruction. Collaboration time will be used to review student achievement data and address issues that arise. Disaggregation of test data will reveal if the targeted sub-groups are making adequate gains to catch up to their peers and/or reach AYP targets.

The American Falls School District is committed to improving student achievement, and will continue to research and seek best practices in order to do so.

Step 6: Budget narrative

Item	Provider	Unit Cost	Total Cost
<i>Staff development</i>			
1-day K-12 staff Workshop: "Differentiated Instruction: Using an Integrated, Interdisciplinary Thematic Approach"	Curriculum Design for Excellence, Dr. T. Roger Taylor	\$3900 plus expenses	\$,5000
3-day Unit Development Workshop for cross-curricular teams, fee plus expenses	Roger Taylor	\$3000	\$10,000
Moodle training	ISU	\$1000	\$1,000
Integrating technology in-district 2-credit course, instructors' fee	ISU	\$500	\$1000
Credit fees, 24 participants @2 credits		\$100	\$2,400
Extended days @5 per teacher for curriculum development and collaboration (maximum 60 days)		\$500	\$6,000
Travel to grant meeting, substitutes, per diem		\$1000	\$1,000
Substitutes for collaboration and observations @ 3 per teacher, 24 teachers		\$250	\$6,000
	Total		\$32,400
<i>Technology hardware/software</i>			
Two web-servers for Moodle	By bid	\$1000	\$2,000
24 laptop computers for participating teams	By bid	\$1200	\$28,800
Allowance of \$3000 for each secondary school to purchase technology devices such as USB memory cards (flash drives), interactive whiteboards and projectors for participating teacher use* (Examples listed, and attached in Appendix)	Hitachi CP-X253 projector	\$729 free shipping	\$9,000
	Mimio Interactive whiteboard (4'x8') + Capture	\$787 plus shipping	
	2G USB memory devices	\$20	
<i>*District will support the purchase of these items for three secondary schools if the cost exceeds budget</i>	Total		\$41,800
	Grand Total		\$74,200